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ABSTRACT

A study was conducted to determine what methods of student evaluation parents felt were most effective in helping them assist in their child's efforts to develop skills and understand their child's performance in school. A survey was conducted among 168 parents in central Virginia, including parents of kindergarten through fourth grade students in a city school and parents of students in three second/third grade classes in a rural school. A total of 100 fourth graders and second/third graders were also surveyed. The schools studied used different approaches to evaluation. One used a combined developmental checklist and narrative report for kindergarten and first grade, and letter grades for second through fourth grades. In the other school, written communications with parents about their child's performance and conferences were used in kindergarten through third grade, while grades were assigned in fourth and fifth grades, with conferences also available. It was found that most parents thought conferences were the most informative kind of evaluation in terms of helping them help their children. Developmental checklists were the second choice of parents of kindergarten and first grade students, while letter grades and conferences were the first choices of fourth graders' parents. A total of 42% of the parents felt that grades should be based on academic achievement and behavior. The percentage of parents who felt that they knew how to help their children after reading their reports increased with the children's grade level. Students chose conferences as the most informative kind of reporting. Thirty-one figures and the survey instruments are appended. (AC)

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Parent Opinions about Student Evaluations in Elementary Schools

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ABSTRACT

This paper discusses parental opinions about different forms of evaluations. Subjects from a rural school and a city school in Central Virginia answered questionnaires concerning parent-teacher conferences, developmental checklists, letter grades, narratives, and number grades. The majority of parents chose conferences as the form of evaluation they thought was most informative in assisting them to help their children. The study also discovered differences among the parents second preference of evaluation dependent upon the students grade level. Students also chose conferences as the form of reporting that told their parents the most information about them.

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Currently, there is a controversy about how student progress should be reported to students of elementary students. Schools are trying to answer this question in various ways. Some schools do not use letter grades in elementary school. Narratives and conferences are alternatives to letter grades for evaluating and reporting student progress to parents. Some schools use developmental checklists to report student performance. Other schools use nonletter grade evaluations until the 3rd or 4th grade. Letter or number grades are frequently used from 2nd through 5th grades.

Elementary schools are moving away from using letter and number grades to assess student performance for many reasons. There are advantages as well as disadvantages in using grades. Two negative aspects of grades are the criteria used to determine them and the harmful effects they have on children.

Teachers use a variety of criteria to determine student's grades. These criteria vary among teachers. According to a survey of (148) teachers from Kindergarten to 12th grades 60%-90% agreed that 19 items should be included in report card grades. (Lloyd, Brenda). "The specific criteria associated with elementary school teachers are checklists, improvement during grading period, and improvement between grading periods." (Lloyd, p.110).

"There is evidence that subjectivity exists in any grading process." (Canady & Duke,1991). What a grade measures depends upon the grader and the recipient of the grade. Bias may enter into the grading procedure depending upon whether the student is male or female, or a high or low achiever. "grades reflect not only achievement

but also other traits and behavior that are in one way or another related to achievement." (unpub dis p 111).

Research shows that younger and lower achieving students do not understand grades. (Evans & Engelberg, 1985). Grading has a profound effect on young children. Bad grades affects a child's self-concept negatively (Napier, 1976).

Students' perceptions of their grades vary with age and gender. Older and higher achieving students have better concepts of grades than younger and lower achieving students (Evans & Engelberg,1985). However, throughout grades, gender, and ability levels students "perceptions of the importance attached to grades by their parents, friends, and teachers" remained constant. Grades may be viewed by children as something "other people say are important"(Evans & Engelberg,1985).

There are several advantages and disadvantages in using graded report cards as evaluations "at selected intervals". One advantage according to Ediger are: "Parents can get some general ideas as to how well their children are achieving in school" (Ediger, 1982). Ediger also cites several reasons some school systems stopped using report cards as a means of evaluating and communicating to parents about students such as:

1. grades on report cards [do] not communicate to parents how well pupils are achieving in school.
2. individual grades on report cards can be interpreted by parents in many different ways.
3. Parents and students may develop negative attitudes toward the school setting if low grades are in evidence on the report

card. 4. Parents may withhold selected privileges from students if the latter does not "measure up" in terms of grades received. 5. grades are arbitrarily given. (1982)

The disadvantages of using letter grades negates the advantage Ediger cited especially since there are ways to give parents a better idea of how their children are achieving in school.

Since grades are important to most parents, it is worth knowing what information parents receive about their children from grades. In addition to informing teachers of a child's progress, grades should inform students and parents. For all the time teachers spend evaluating students and reporting information to make parents aware of their children's performance, there should be some tangible way in which report cards help parents to assist their children.

It has been shown that parental involvement is crucial for student success. "As educators recognized the importance of parental involvement in successful programs, parent teacher conferences to report student progress have been used increasingly as a way of stimulating parental contact and involvement with the school" (Lotz,1989). A key positive aspect of the conference was interaction/ face to face contact with the teacher.

PROBLEM

This study addresses the problem that some forms of student evaluation are better sources of information to parents than others. How do parents perceive different forms of evaluation? After my associate teaching in a school that used letter grades for 2nd through 5th grades and a school that used narratives and conferences for

evaluation from grades Kindergarten through third. I wondered how parents felt about the forms of evaluation they received.

PURPOSE

The purpose of this study is to determine what methods of evaluation parents feel are most effective in aiding them to understand how their child is performing and in assisting parents to help their children develop needed skills. Secondary issues that this study will investigate include whether types of assessment preferred vary with students' grade level, and what form of assessment students think best inform their parents about them.

HYPOTHESIS

My premise is that parents of elementary school students would prefer narratives and conferences to letter or number grades. Narrative forms of evaluation give a much more in depth appraisal of a child's performance. The forms of assessment parents find most informative may vary with the student grade level.

DEFINITION OF TERMS

The forms of assessment considered by the study are letter grades, number grades, narratives, developmental checklists, and conferences. **Letter grades** are forms of evaluations expressed to parents in report cards such as A, B, C. . . or O (outstanding), G (good), S

(satisfactory), and U (unsatisfactory). **Number grades** or percentages can range from 0 to 100 and are often converted to letter grades. **Narratives** may appear in different forms, but are essentially written communication to parents regarding their children's performance. Preferably about 1/2 page - 1 page long and should include assessment of the students reading and mathematics levels or present capabilities, activities in science and social studies, any special projects the student has done, and a brief commentary about the students social interactions in the class. **Developmental checklists** provide objective information about a child's present stage of acquisition in a subject or area. For example, __ the student is able to demonstrate one to one correspondence in counting (i.e. the child counts one object at a time without recounting objects). **Conferences** are personal interactions between the parent(s) and the teacher. A conference lasts about 20 minutes. The teacher and parent(s) may discuss areas of concern.

SUBJECTS

I surveyed 168 parents of elementary students from one rural and one city school in Central Virginia. 89 parents responded to the survey. The subjects received a questionnaire concerning different forms of evaluations they received about their children. In the city school, one classroom from grades Kindergarten through third grade and two fourth grade classes participated. In the rural school three combined 2nd/3rd grade classes participated. Subjects were randomly selected. The 4th grade students in one school and the 2/3rd grade students in the second school also answered surveys about how they felt about their form of

evaluation The schools surveyed use different approaches in evaluating students. One school used a form which combined a developmental checklist and a narrative report for kindergarten and 1st grades. While 2nd through 4th grades got letter grades such as O, G, S, N. Teachers were available for conferences which parents may or may not attend. In the second school, narratives and/or conferences were given for kindergarten through 3rd grades. The parents could choose the form of evaluation they wanted to receive. Fourth and fifth grades received letter grades with conferences also available. The participants in the survey were racially diverse and, the socioeconomic status of the population ranged from low income to high income.

Brief questionnaires were also sent to students. Three 2nd/3rd grade classes in the rural school and two 4th grade classes in the city school responded to the questionnaire. The schools had a combined participant population of 100 students.

INSTRUMENT

The parent questionnaire consisted of 14 items (refer to Appendix B). Ten questions could be answered by yes or no ..Three questions were multiple choice ..One question was open ended. Three items tried to ascertain whether parents understood their children's form of evaluation. Five questions were associated with parents attitudes toward conferences. Two questions were concerned with parents conceptions of grades One item asked what form of evaluation parents received. Another item asked if knowing how their child compared to his/her peers was important. The last two items of the survey asked

what form gave parents the most helpful information about their children and why it was valuable. One question differed among the two groups of subjects because of the school's differences in assessment. Item 12 on one survey asked if the parents requested conferences, and item 12 on the other survey asked if parents requested conferences. both items were disregarded.

The student questionnaire consisted of seven questions. One question was altered because it did not fit the practices of one school. In the school where subjects received grades, one item asked why they thought they were graded. A question given to the other group of subjects asked if their parents talked with them about their narratives or conferences.

RESULTS

The number of parents receiving each type of form was : letter grades (9), conferences(51), narratives(39), developmental checklists(21), and number grades (6) as shown in Figure 7. In grades K-1 and 3-4, 100% of parents said they understood there children's forms of assessement. One second grade parent, stated that she did not always understand the developmental checklists but, it was explained in conferences. Of parents who responded to the question, a majority (56.1%) of parents preferred conferences as a form of evaluation in elementary school. The second choice was narratives at 17.1%. The third choice was developmental checklists, followed by letter grades at 9.8% and number grades at 3.7%.

There were some differences according to grade levels Developmental checklists were the second choice of parents of Kindergarten and first grade students as shown in Figures 9 & 10. Letter grades and conferences were the first choices of fourth grade parents (Figure 13).

42% of parents felt that grades should be composed of academic achievement and behavior while 30.4% felt that there should be separate grades for academic achievement and behavior. Almost 91% of parents ask their child's teacher if they do not understand aspects of an evaluation. 7.3% of parents ask no one.

Responses to question 5 (Figures 16-21) do you know how to help your child improve after reading his report, varied for Kindergarten with 63.6% of parents answering 'yes' and 18.2% answering 'sometimes'. The percentage of parents responding positively increased with the children's grade level to 87.5% for 1st grade, 95.7% for 2nd grade, 96.6% for 3rd grade, and to 100% of 4th grade parents answering 'yes'.

100% of parents felt comfortable discussing their child's progress with his teacher and, 93.8% felt that conferences were an effective means of communication (Figure 23 & 25). Over 96% of parents attend some conferences.

Some parents chose a combination of evaluation forms. The major reasons parents gave for selecting conferences as the most valuable form of assessment were the face to face contact with the teacher, the opportunity for discussion, and the insight they gained as to how their child behaved academically as well as personally.

Appendix C lists parents' responses concerning the reasons they preferred a certain form of assessment.

25 of the student subjects said that they received letter grades, 78 received conferences, 76 received narratives, 18 received checklists, and one student did not know what form of evaluation he received (Figure 26). Most subjects asked a family member to explain their evaluations if they did not understand them. Asking a teacher was a close second choice while only six students reported asking a friend for an explanation (Figure 27). The students also chose conferences as the form of evaluation which gave their parents the most information about them (Figure 28). 83% of 2nd/3rd grade students chose conferences as most informative to their parents while only 25% of 4th grade students chose conferences. 4th grade students' comments to the question "why do you get grades" indicated that they felt their grades evaluated them as a person. For example, we get grades "to tell how good we are."

DISCUSSION

There are factors which may have influenced some of the parent responses. The parents of kindergarten and 1st grade students were given the opportunity to have questions about their form of evaluation explained to them because it was a new format. The question and answer session was not a part of regular conference time. The 2nd/3rd grade classes heavily influenced the popularity of narratives.

There was confusion about question 13 of the survey. A few parents thought the choices A B C. . . were letter grades and, indicated what grade their child would receive in specific content areas.

The reasons parents gave for selecting forms of evaluation varied. Only eleven parents said they preferred letter or number grades. One of those parents stated, " It gives me a better idea how he/she is doing. I like it much better than narrative." However, the grade level indicated by the parent only received conferences and narratives which suggests some confusion. One parent responded simply, "because of 7, 2, 5." The questions the parent referred to indicated that it was important to know how his child compared to others, that he understood his child's current form of evaluation (narratives), and that he knew how to help his child improve after reading the report. A parent best explained his reasons for wanting letter grades by saying, " I like knowing the letter grade for personal reasons, but the written forms explain better." Of the responses I received parents reasons for preferring letter grades or number grades indicated that some parents felt they were easy to understand and are easy ways to compare children's performances. However, they only offer a very general idea of how a student is doing in a class.

Parents cited gaining further insight to their child's developmental stages and being able to see progress over time as reasons developmental checklists were useful in helping the child at home. One parent stated that she did not always understand the developmental checlkists. One parent said, 'it is the only form received so far'.

Fourteen parents chose narratives as the best form of evaluation. Some of those parents picked narratives in conjunction with conferences. Parents statements about narratives indicated that they were "Thorough. Descriptive" and "very informative," and "helpful." A parent also stated it was the only form of written evaluation she had received. Narratives appear to give better information to parents on how to help their child progress than letter or number grades.

Forty-six parents chose conferences as the desired form of evaluation. Parents gave many reasons for their choice and some parents gave detailed explanations. Generally, the parents' reasons centered around communication. The ability to ask questions and state concerns, as well as meet with the teacher "face to face" was extremely important. As one parent stated, the most valuable form of evaluation I have received about my child is conferences "because parents and teachers can share observations and information that may not be evidenced on a written report. Also teachers can explain development more clearly and get an indication of whether the parent understands. It also gives a teacher better insight on thing(s) that parents are doing at home to help their child." One parent cited reasons such as "1. see child's work; 2. observe teacher and can freely ask questions; 3. be in child's environment.

RECOMMENDATIONS

There are other factors which may have influenced the form of evaluations parents selected. The results of the questionnaire indicated that the form of evaluation parents preferred differed among grade levels, but I would like to see the study extended to more 4th and

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to 5th grade students to better assess the true magnitude of this trend. Also the difference in types of assessment given in the 2nd and 3rd grades at the two schools influenced what forms were chosen. Clearly the rural school accounts for the popularity of narratives. Whereas the popularity of developmental checklists was greatly attributed to Kindergarten and 1st grade parents. There was a marked difference among the 2nd/3rd grade classes and the 4th grade classes concerning letter grades and conferences.

One parent asked that conferences be extended to 30 minutes as opposed to the 20 minute intervals because there was not eough time to talk about the child's general performance and explain forms that were given. One way to do this is to have an information session where parents can ask questions about how their children will be evaluated. This ensures that parents understand the assessments and provides a basis for discussing a child's progress for the rest of the year.

Another response indicates that schools have a responsibility beyond using the best evaluations they can and that is to elicit as much parent participation as possible. "As a parent and a teacher's assistant I think more effort should be made to reach out to and pull in parents who are not involved. Evaluations are only effective with those who read them." More needs to be done to get parents involved with their school. It may be hard for some parents to attend conferences because of their work schedules as one parent indicated. Flexibility is another aspect that makes conferences available for more parents to attend. Sometimes it is difficult for teachers to get parents to come to school for conferences therefore, home visits are an option. In talking with a

teacher I found that this is not always conducive to communication because many things can distract from the conference

Regardless of the form of evaluation, conferences are an important component of parent-teacher communication and are valuable in helping parents understand their child's growth and performance from an educator's viewpoint. Teachers can explain aspects of evaluations that parents do not understand. Educators can better address parent concerns through evaluations by knowing what those concerns are as well as knowing the best format in which to present the concerns. In addition to most parents selecting conferences as the form of evaluation which gives them the most information about their child,

the effect of grading on children's self-concept is a reason to investigate the intent of evaluating young children with grading. Although not the focus of this study, it would be interesting to see what research indicates about forms of assessment such as conferences, narratives and checklists on students' self-concept.

In conclusion parents viewed some written communication as informative and effective. However, most parents also want conferences because they can share ideas with the teacher. The teacher learns what the parents are trying to do at home and the parent learns what the teacher is doing and how the parent can help their child in areas of need. Parental involvement is the key element in the success of any form of assessment and, parent-teacher conferences is the best means of communicating elementary students' performance to their parents.

Types of reporting received for each grade

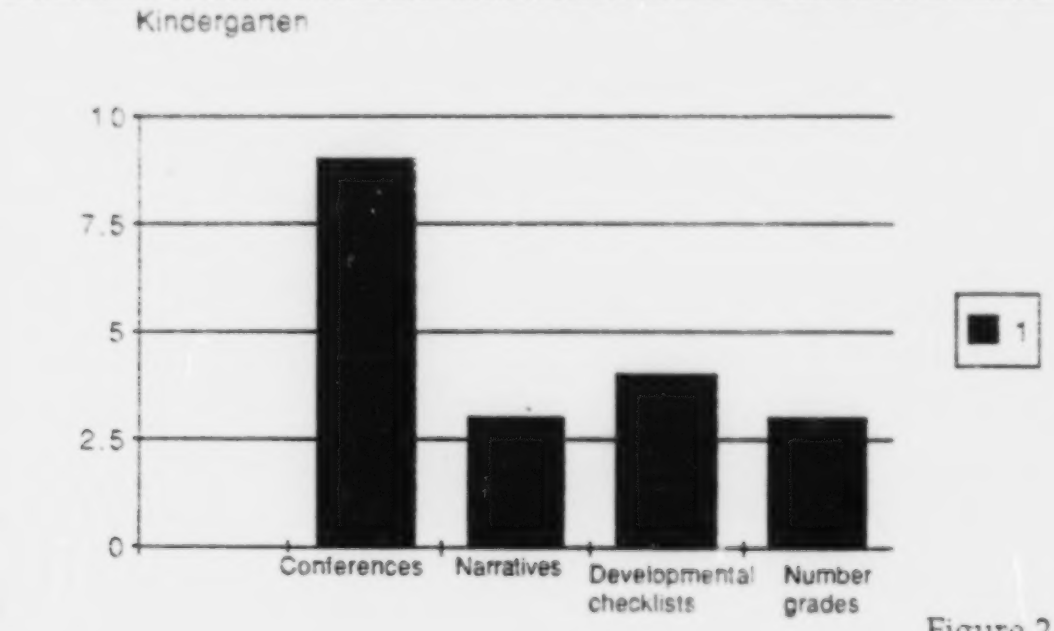

Figure 2

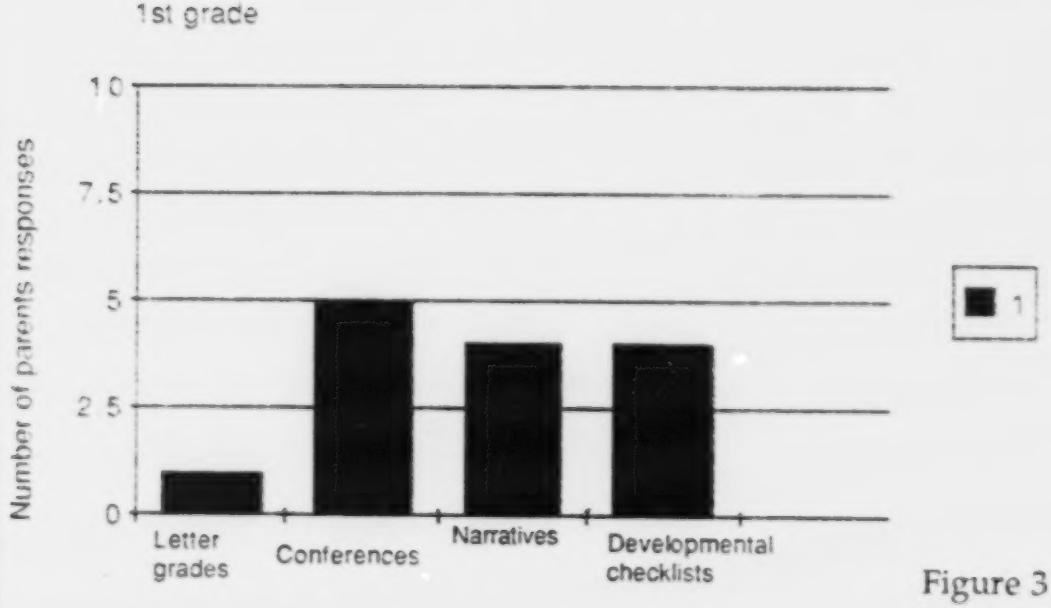

Figure 3

Types of reporting received for each grade

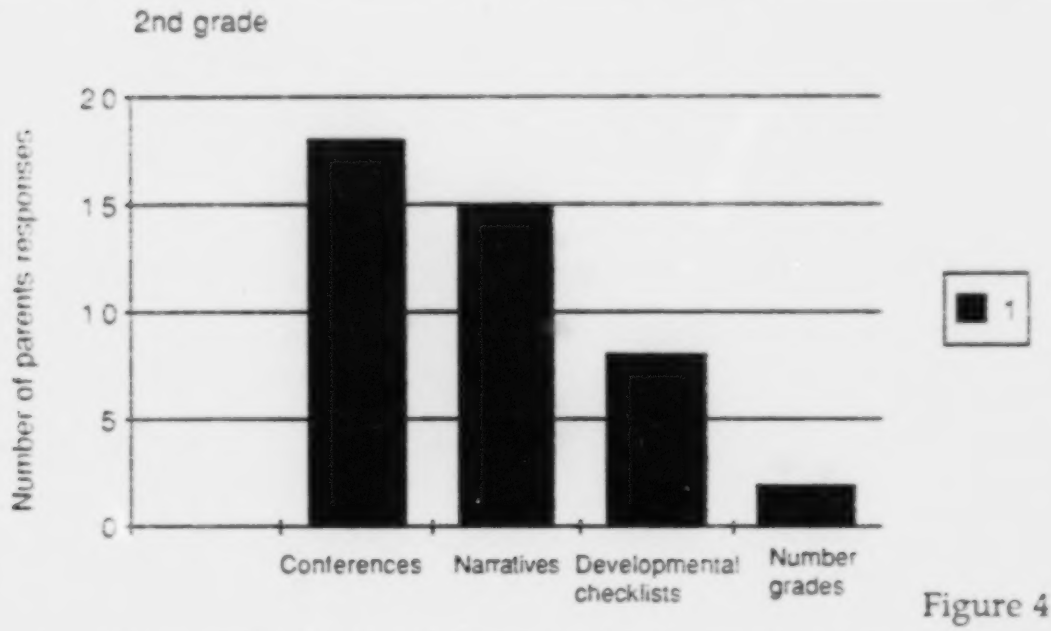

Figure 4

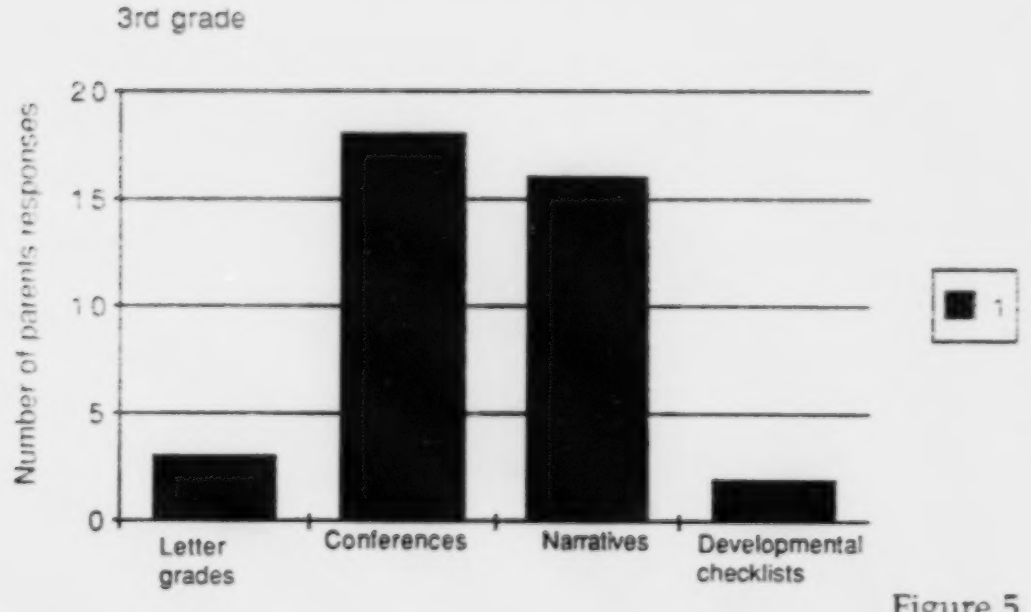

Figure 5

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Types of reporting received for each grade

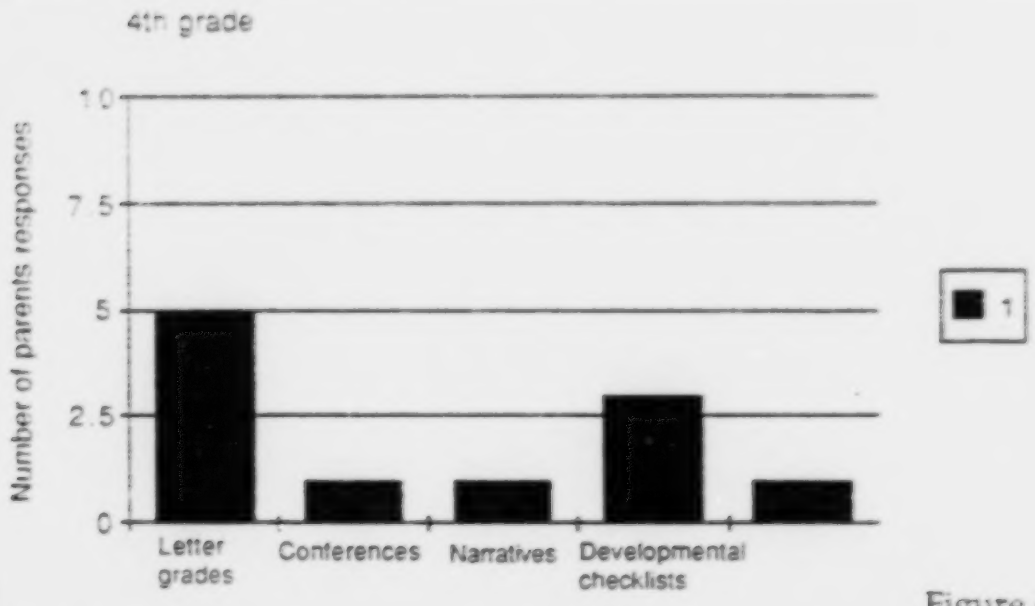

Figure 6

Responses by grade - Do you understand your child's report?

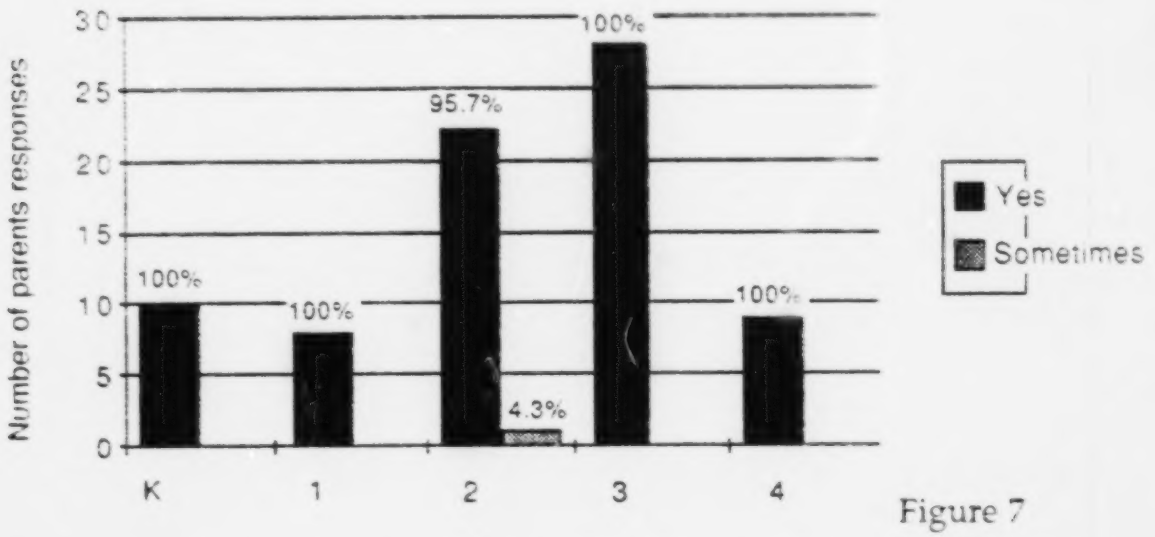

Figure 7

Parents Preferred Forms of Evaluations

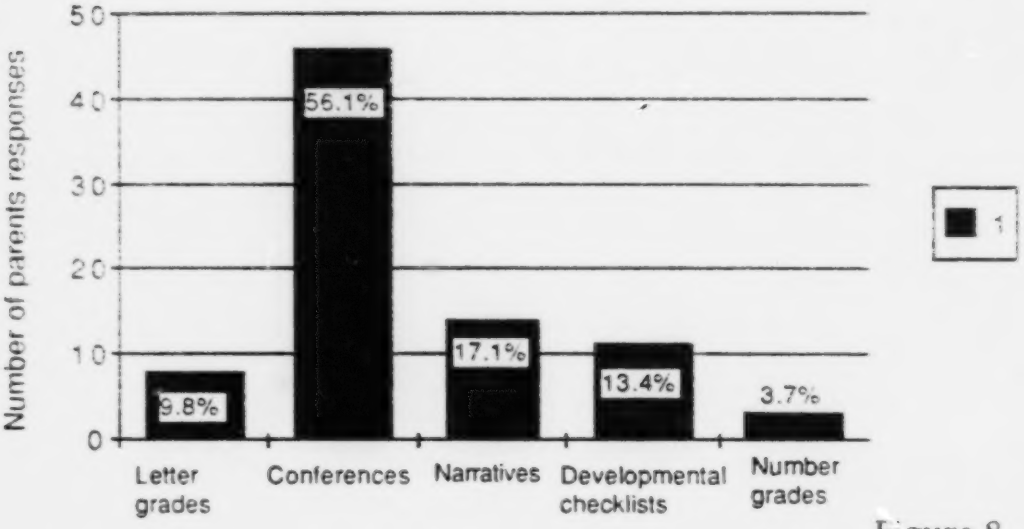

Figure 8

Parents Preferred Forms of Evaluations

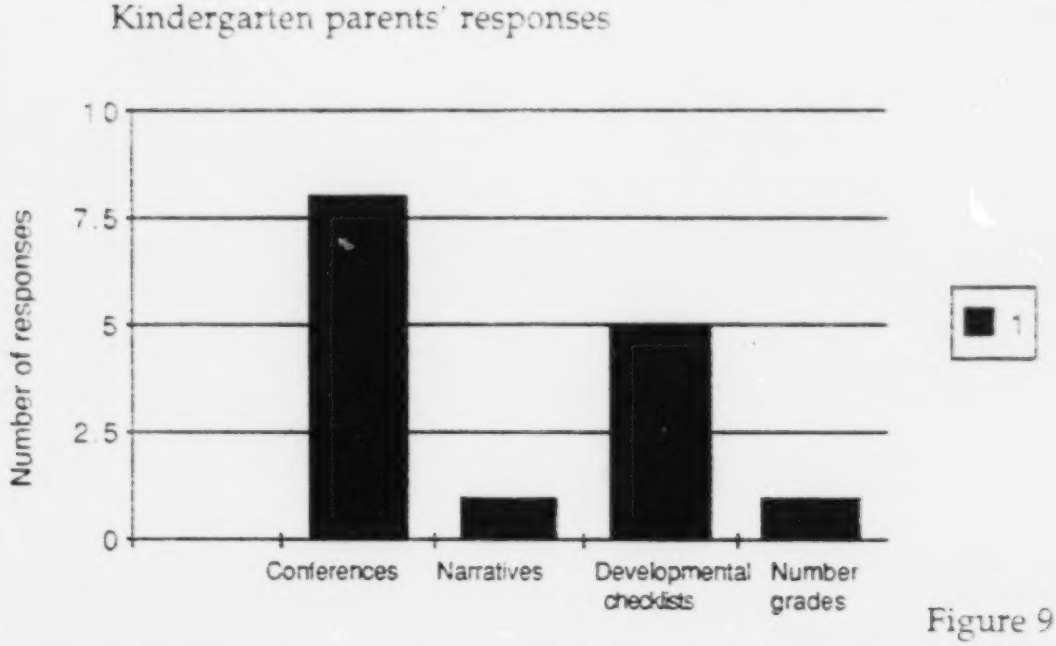

Figure 9

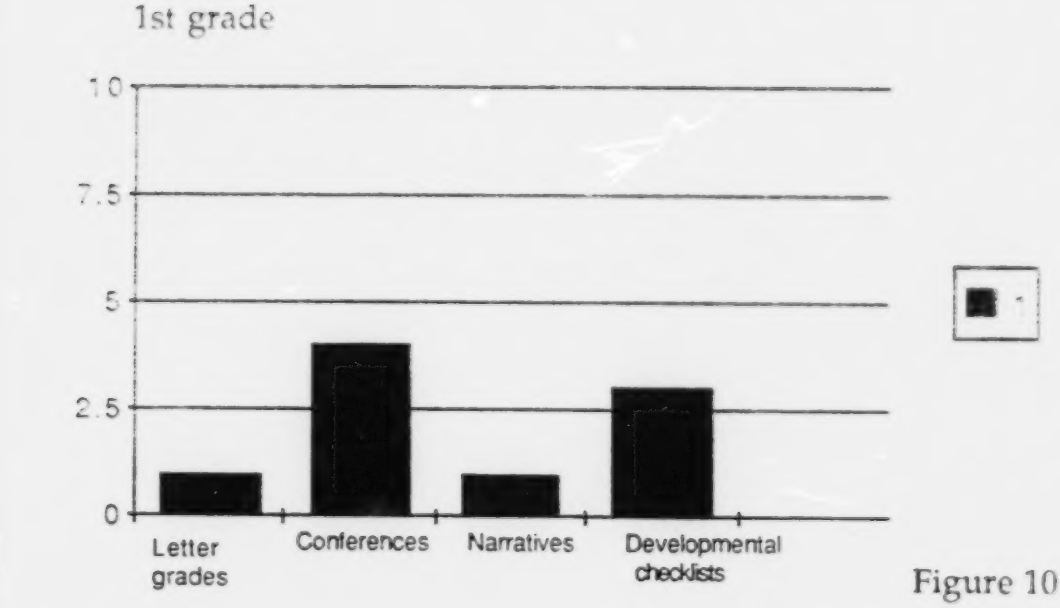

Figure 10

Parents Preferred Forms of Evaluations

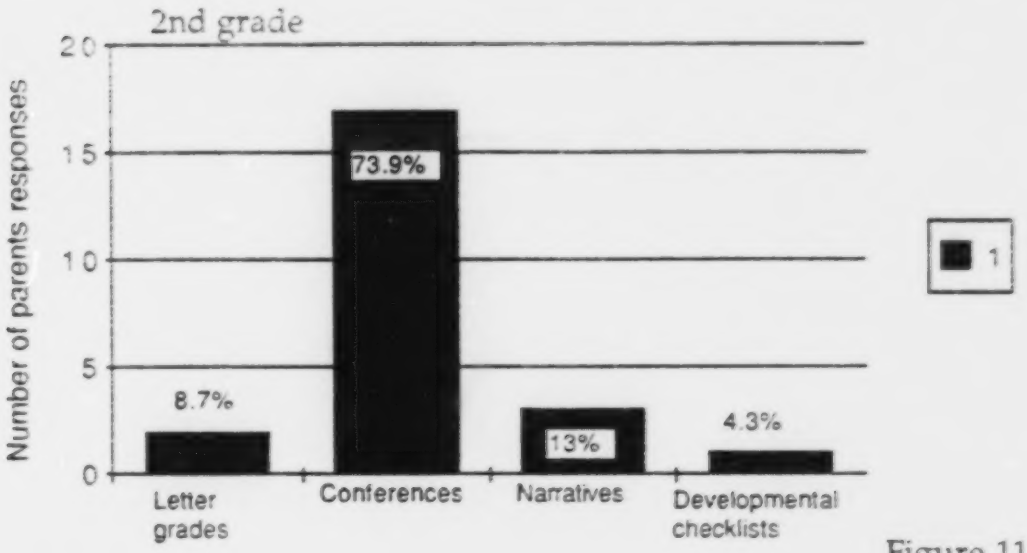

Figure 11

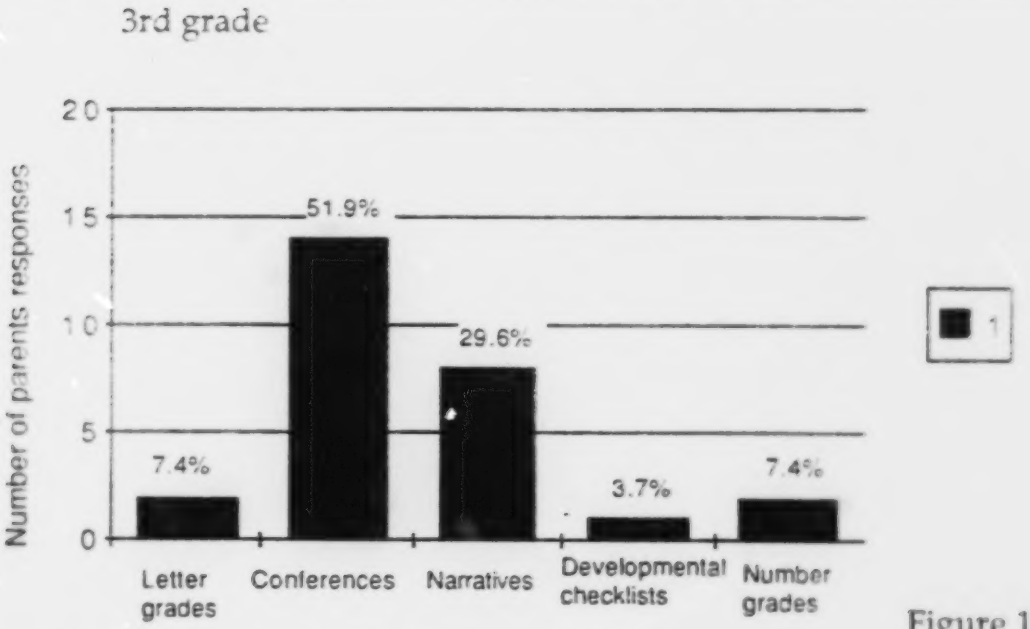

Figure 12

Parents Preferred Forms of Evaluations

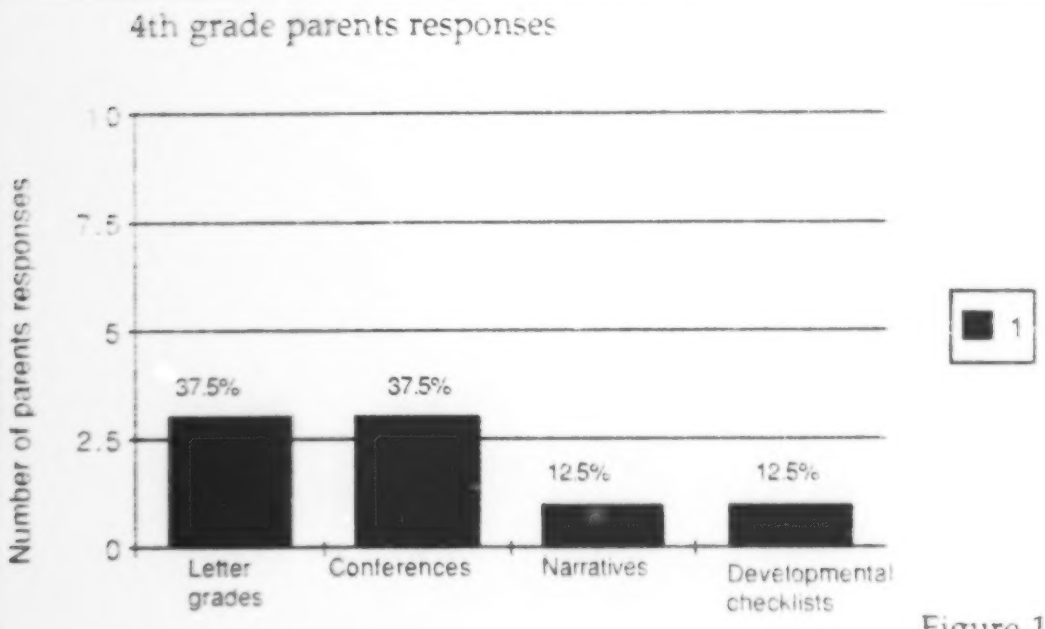

Figure 13

Parents say grades should reflect. .

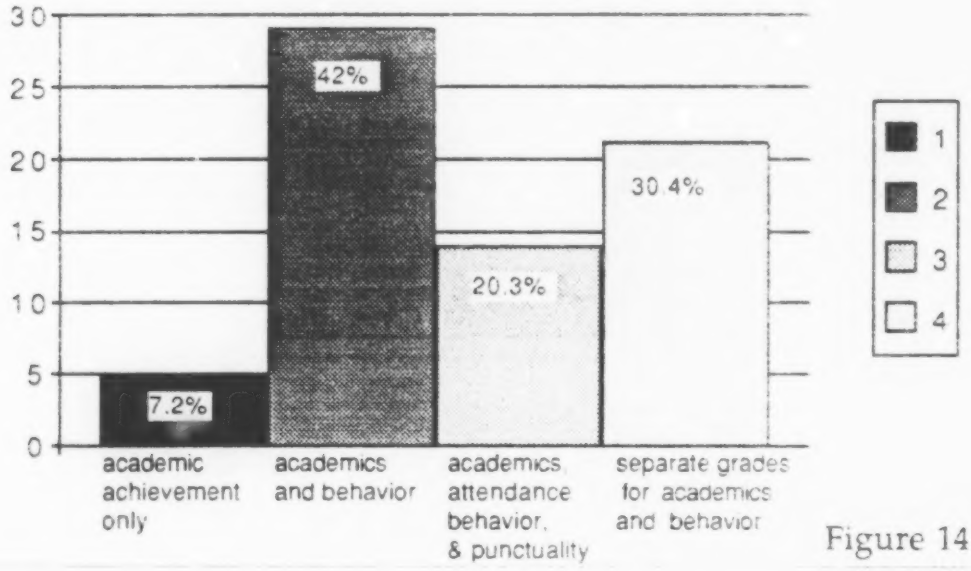

Figure 14

If you don't understand your child's form of evaluation, who do you ask to explain it?

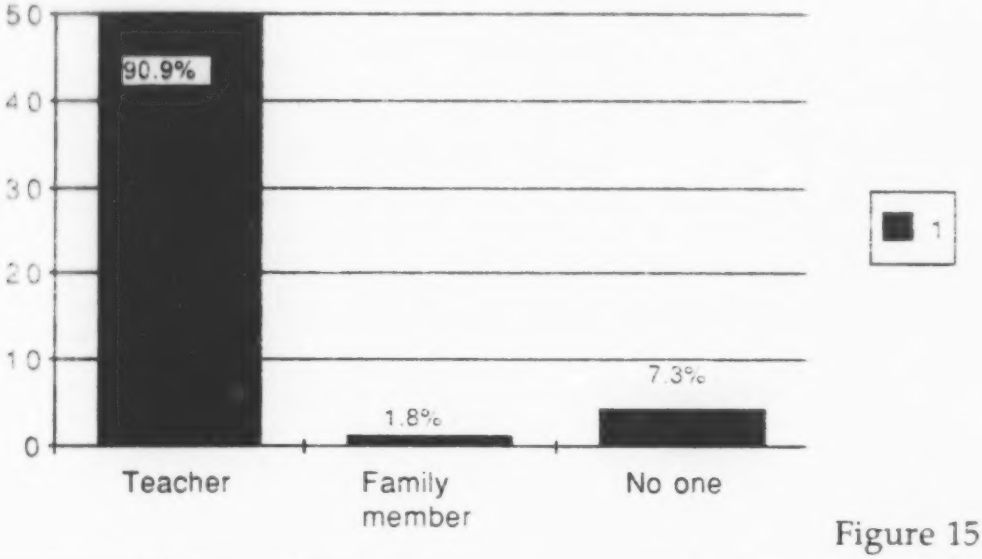

Figure 15

After you have read your child's report do you know how to help him/her improve?

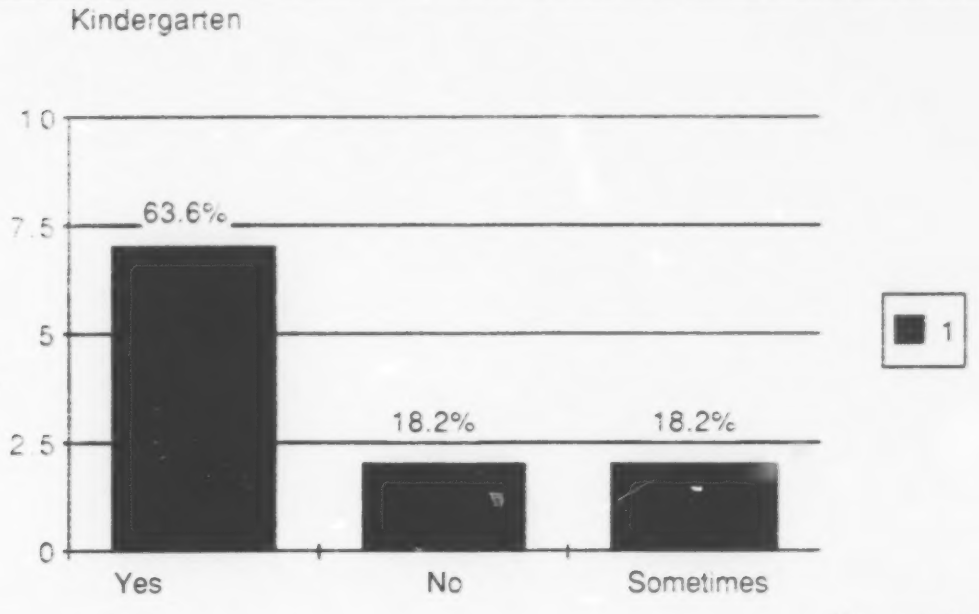

Figure 16

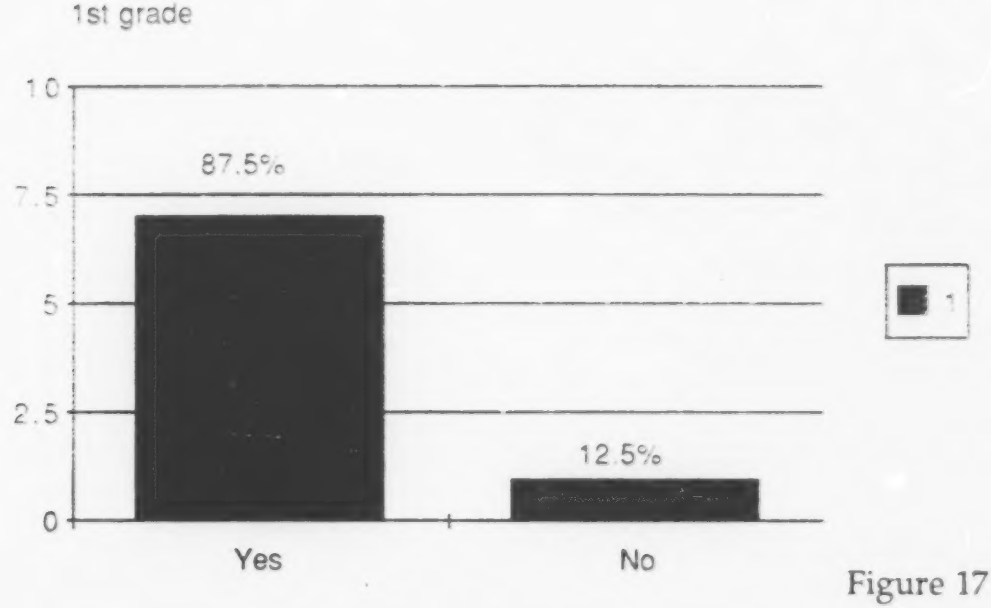

Figure 17

After you have read your child's report do you know how yo help him/her improve?

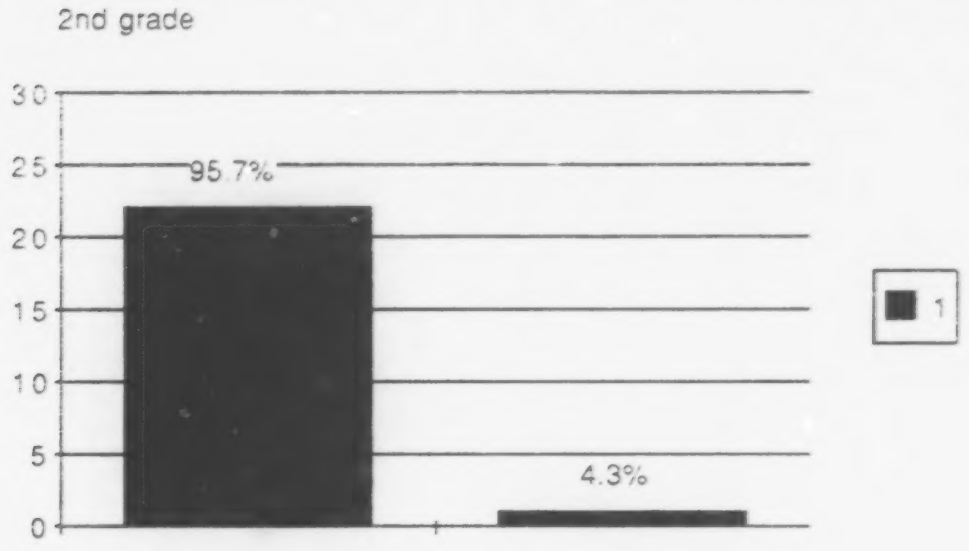

Figure 18

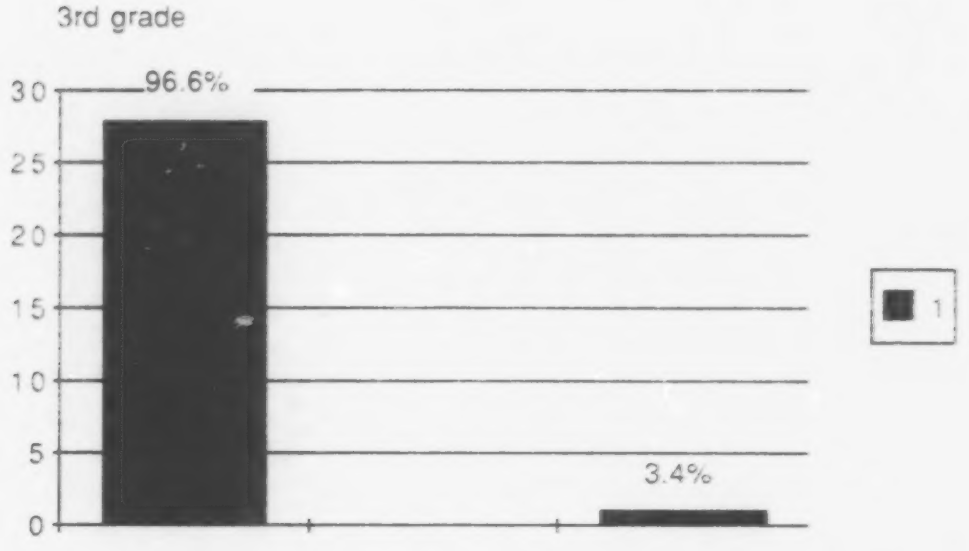

Figure 19

After you have read your child's report do you know how to help him/her improve?

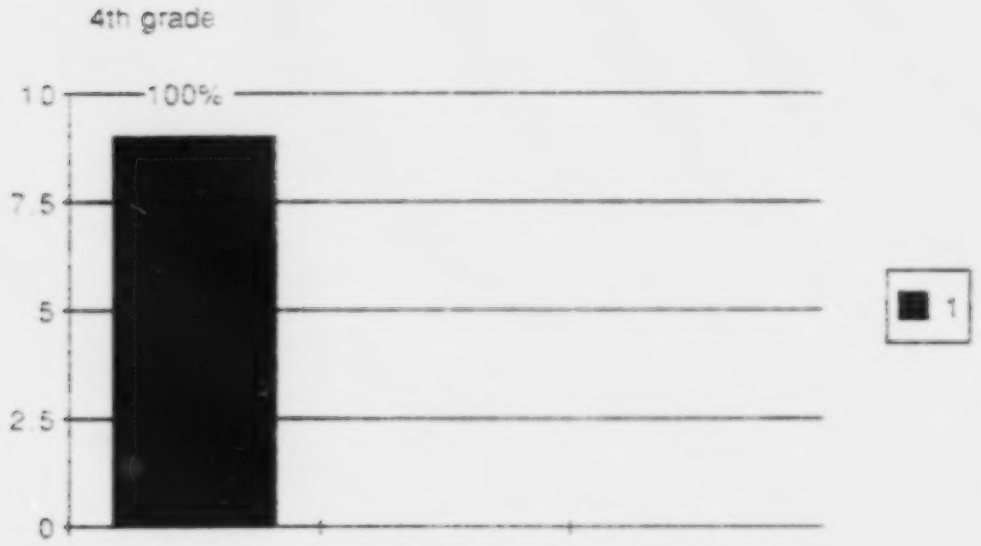

Figure 20

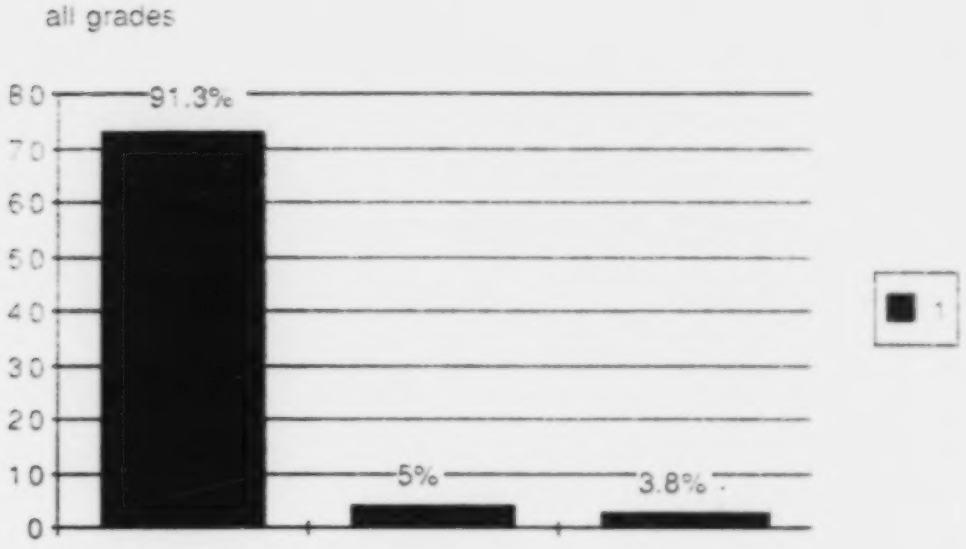

Figure 21

Is it important to know how your child compares with other children?

Figure 22

Are you comfortable discussing your child's performance with his/her teacher?

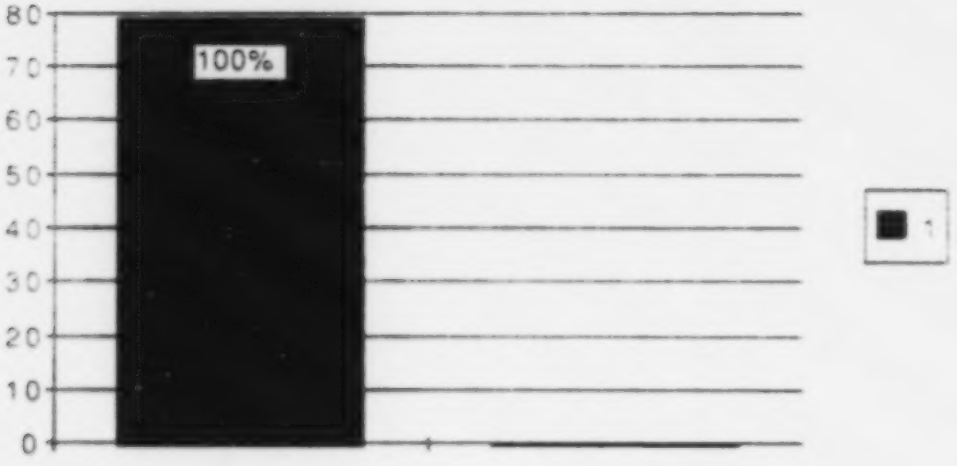

Figure 23

Are you asked to attend conferences about your child?

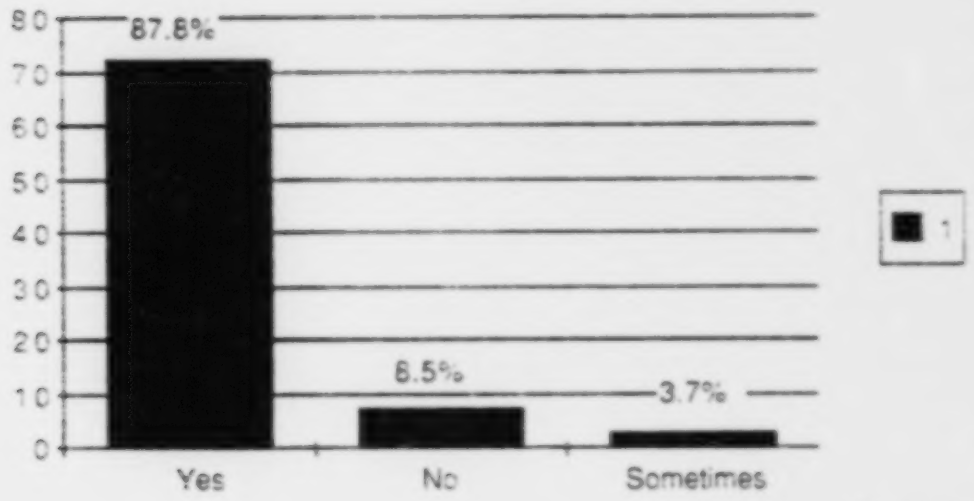

Figure 24

Do you attend the conferences?

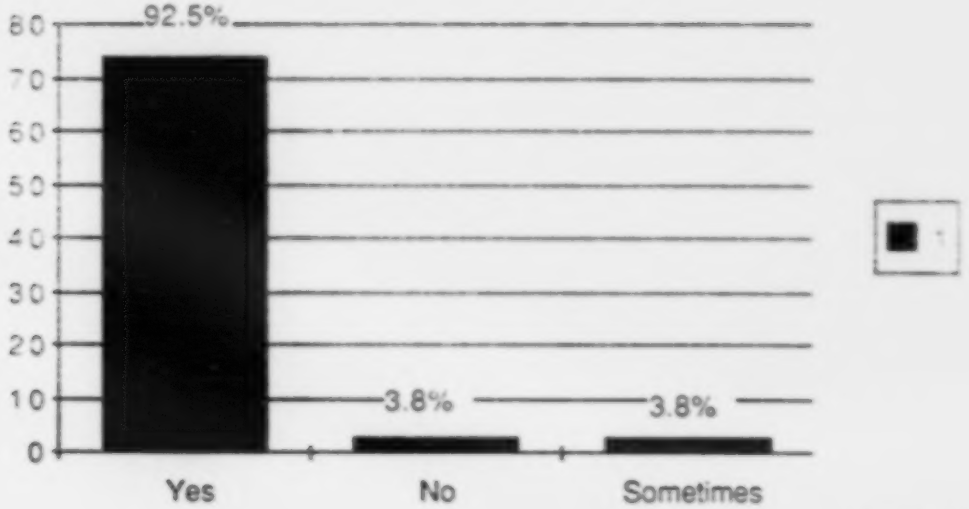

Figure 25

Are conferences an effective means of communication between you and your child's teacher?

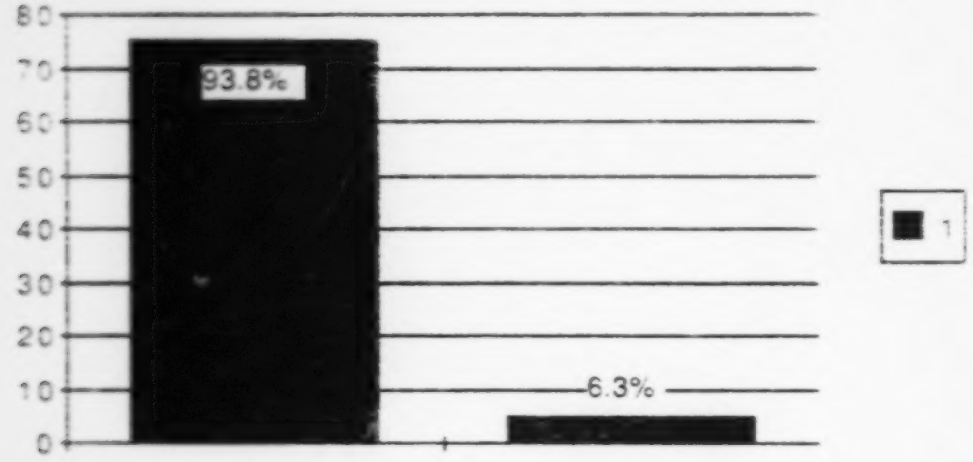

Figure 26

K-1st answered 100% yes. Grades 2-4 ranged from 90% to 92.6% of parents answering yes.

Types of evaluations received for all grades

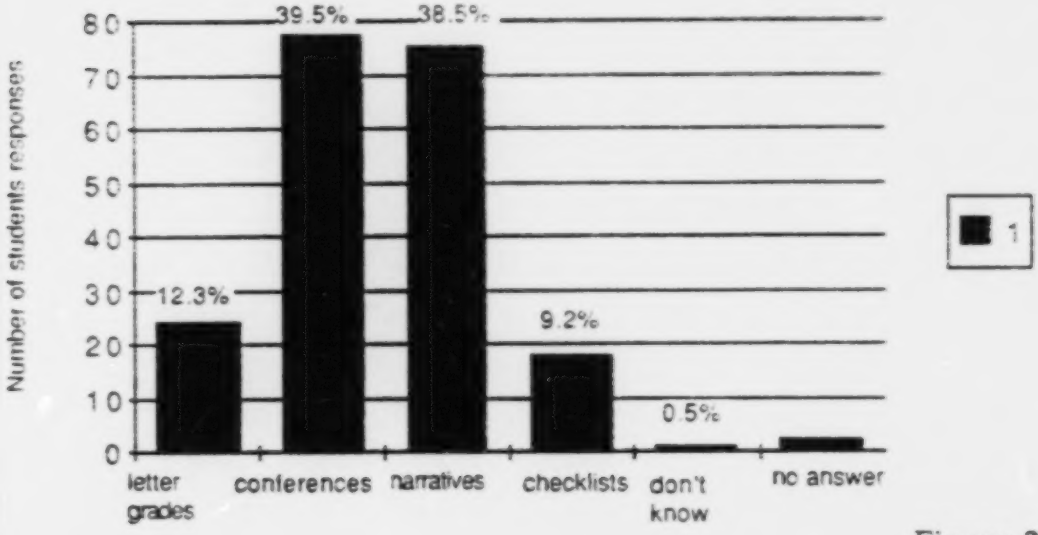

Figure 27

If you do not understand your evaluation who do you ask to explain it?

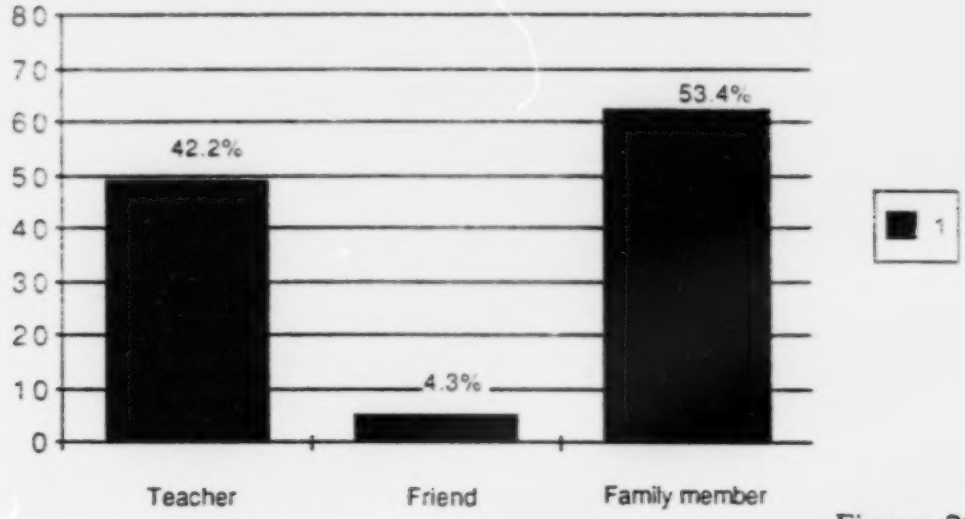

Figure 28

What type of grading tells parents most about you?

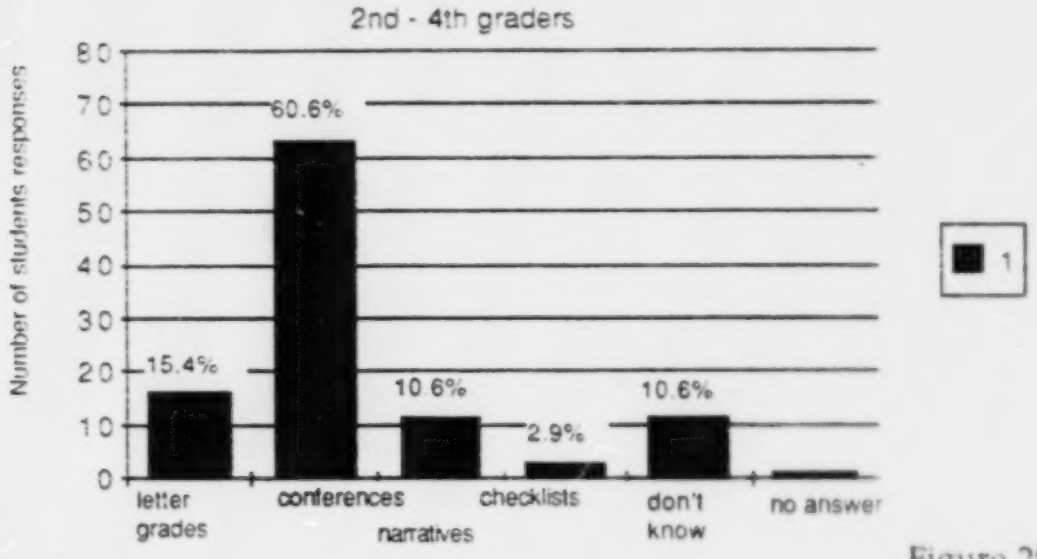

Figure 29

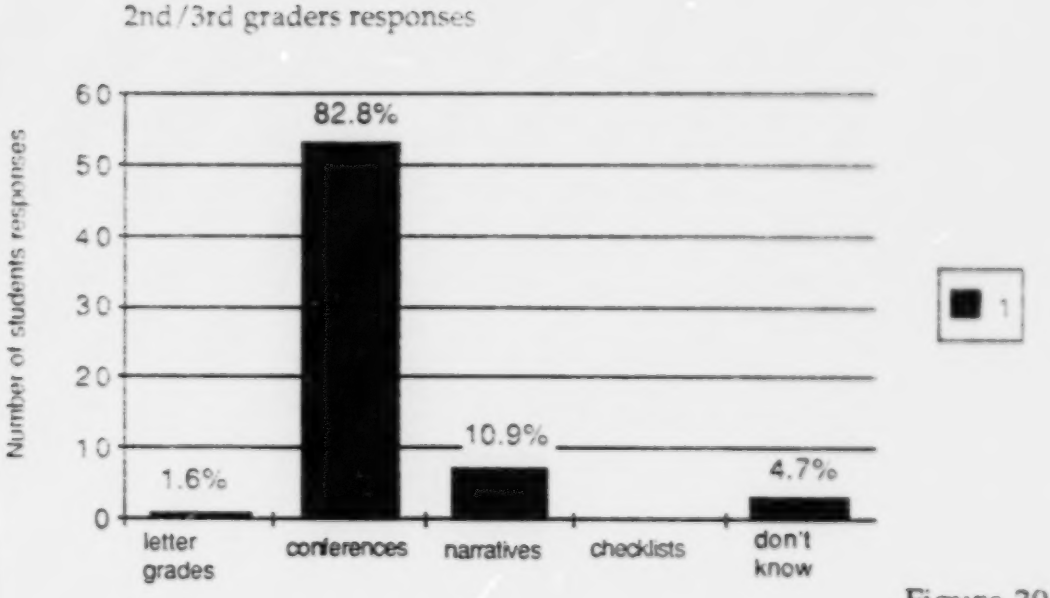

Figure 30

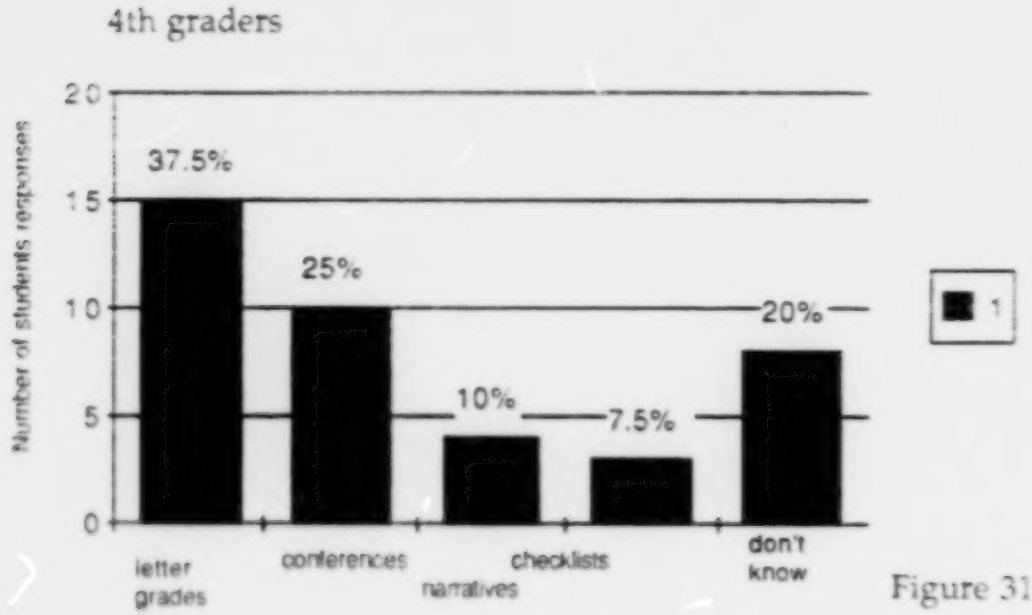
4th graders
Number of students responses
20
15
10
5
0
37.5%
25%
10%
7.5%
20%
letter grades
conferences
narratives
checklists
don't know
1

Figure 31

APPENDIX B
INSTRUMENTS

For your 2nd grade child

PARENTAL OPINIONS ABOUT FORMS OF EVALUATION

1. What form of evaluation does your child receive?
   A. Letter Grades (A, B, C...)
   B. Conferences (personal interaction with teacher/s)
   C. Narratives (paragraphs written about your child)
   D. Developmental Checklists (lists stages of growth and checks indicate the stage your child is in)
   E. Number Grades

2. Do you understand your child(ren)'s evaluation form? Yes___No___

3. If you don't understand your child's evaluation form who do you ask to explain it?
   ___Friend ___Teacher ___A family member ___No one

4. Should grades reflect
   A. Academic achievment only (tests, projects,assignments...)
   B. Academics and behavior (work habits, discipline problems, interest, effort...)
   C. Academics, attendance, and punctuality, behavior
   D. A grade for academics and a separate grade for behavior

5. After you have read your child's report, do you know how to help him/her improve? Yes___ No___

6. In your experience does a grade of B in one teacher's class mean the same as a B in another teacher's class? Yes___ No___

7. Is it important to know how your child compares with other children in his/her class or age group? Yes___ No___

8. Are you comfortable discussing your child's performance with his/her teacher? Yes___ No__

9. Are you asked to attend conferences about your child? Yes___No__

10. Do you attend the conferences? Yes___ No___

11. Are conferences an effective means of communication between you and your child's teacher? Yes___ No___

12. Is it important that your child receive good reports?Yes__ No__

13. What has been the most valuable form of evaluation you have received about your child? (Refer to #1) A B C D E

14. Why?

Please make any other comments on the back of this form. **Please return this form by April 1, 1992.** Thanks for your help!

Child's Grade Level K 1 2 3 4 5

PARENTAL OPINIONS ABOUT FORMS OF EVALUATION

1. What form of evaluation does your child receive?
   A. Letter Grades (A, B, C...)
   B. Conferences (personal interaction with teacher/s)
   C. Narratives (paragraphs written about your child)
   D. Developmental Checklists (lists stages of growth and checks indicate the stage your child is in)
   E. Number Grades

2. Do you understand your child(ren)'s evaluation form? Yes___No___

3. If you don't understand your child's evaluation form who do you ask to explain it?
   ___Friend ___Teacher ___A family member ___No one

4. Should grades reflect
   A. Academic achievment only (tests, projects,assignments...)
   B. Academics and behavior (work habits, discipline problems, interest, effort...)
   C. Academics, attendance, and punctuality, behavior
   D. A grade for academics and a separate grade for behavior

5. After you have read your child's report, do you know how to help him/her improve? Yes___ No___

6. In your experience does a grade of B in one teacher's class mean the same as a B in another teacher's class? Yes___ No___

7. Is it important to know how your child compares with other children in his/her class or age group? Yes___ No___

8. Are you comfortable talking about your child's performance with his/her teacher? Yes___ No__

9. Are you asked to attend conferences about your child? Yes___No__

10. Do you attend conferences? Yes___ No___

11. Are conferences an effective means of communication between you and your child's teacher? Yes___ No___

12. Is it important that your child receive good reports?Yes__ No__

13. What has been the most valuable form of evaluation you have received about your child? (Refer to #1) A B C D E

14. Why?

Please make any comments you wish on the back of this form. Please return this form by April 1, 1992. Thank you for your help!

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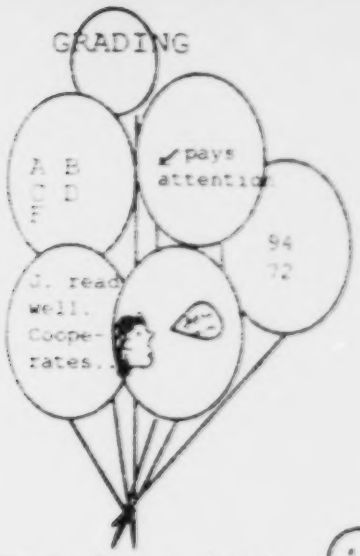
Student Survey



What grade are you in? 2 3 4 5

1. What kind of report do you get?
   A. Letter Grades (A, B, C,...O G S N)
   B. Conferences (parents talk to your teachers)
   C. Written information about you
   D. Checklists (___ pays attention in class)
   E. I don't know

Thanks for your help!

2. Do you understand your reports?
   Yes_____ No_____ Sometimes_____

3. Do you get good grades? Yes_____ No_____

4. After you have read your report card or evaluation, do you know what to do to get a better report next time?
   A. Yes
   B. No

5. What kind of grading do you think tells your parents the most about you?
   A. Letter Grades (A, B, C,...O, G, S, N)
   B. Conferences (parents talk to your teachers)
   C. Written information about you
   D. Checklists (___ pays attention in class)
   E. I don't know

6. If you don't understand your report card who do you ask to help you?
   Teacher_____ Friend_____ Family member_____

7. Why do you get grades?

Thank you for your help!

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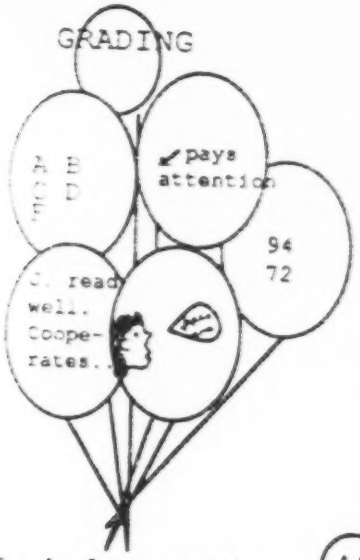
Student Survey



What grade are you in? 2 3 4 5

1. What kind of report do you get?
   A. Letter Grades (A, B, C,...O G S N)
   B. Conferences (parents talk to your teachers)
   C. Written information about you
   D. Checklists (___ pays attention in class)
   E. I don't know

2. Do you understand your reports?
   Yes_____ No_____ Sometimes_____

3. Do you get good grades? Yes_____ No_____

4. Do your parents talk with you about narratives and conferences?
   A. Yes
   B. No

5. Do you know how to improve to get a better narrative or conference next time?
   A. Yes
   B. No

6. What kind of grading do you think tells your parents the most about you?
   A. Letter Grades (A, B, C,...O, G, S, N)
   B. Conferences (parents talk to your teachers)
   C. Written information about you
   D. Checklists (___ pays attention in class)
   E. I don't know

7. If you don't understand your narrative who do you ask to help you?
   Teacher_____ Friend_____ Family member_____

Thank you for your help!

Thanks for your help!

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APPENDIX C

PARENTS' OPINIONS ABOUT FORMS OF EVALUATION

LETTER GRADES

"It gives me a better idea how he/she is doing I like it much better than narrative"

"Because of 7,2,5."

NARRATIVES

"I like knowing the letter grade for personal reasons, but the written forms explain better."

"Thorough. Descriptive."

"very informative.

"they're the only kind I've had"

"Narratives give me more insight into my child's progress, and into my child's teacher"

DEVELOPMENTAL CHECKLISTS

"My son has problems in different stages of learning but as he develops, it gets better."

"It enables me to determine exactly what task, subjects or behavorial problems that need to be worked on to improve their problems or work habits."

"I notice that she is doing very well with graphing. . . I'm very pleased with that."

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"checklists are a good way (in conjunction with talking to the teacher) of discussing concerns like speech problems, hearing problems, vision problems. . ."

"Understanding your child's developmental stages at school helps the parents prepare them at home."

"Its the only form I have received so far."

CONFERENCES

"discussion possible"

"I can explain my children to their teacher."

"face to face contact"

"I found out why my son was not bringing assignments home"

"When you talk to the teacher direct you have a better chance in knowing what's going on."

The teacher "may be able to see a situation differently . and together we can work to improve learning skills as well."

"I am able to ask specific details about areas of concern. I also can see examples of my child's work and see how the teacher evaluates them."

"My specific questions are answered to my satisfaction and the teachers evaluations can be re-examined by my input."

"Of course letter grades are helpful, but in addition, I like personal interaction with the teacher."

"I can ask about any specific areas of concern - not addressed on the form."

"I like the face to face contact, more personal I get more information and can ask questions"

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